



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

425 N. 36th Street, Phoenix, AZ 85008

Academy Of Excellence, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Underperforming
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Eula S. Dean
Schedule : 08:00 AM to 04:00 PM
Grades : K-8
2005 Enrollment : 125
Web Address :
Phone Number : (602) 389-4271
Fax Number : (602) 389-4278
E-mail : edean@thegeogrp.com

Mission

Our mission is to teach academic excellence to instill lifelong learning. AOE's overarching goal is to become a school of readers, writers, productive thinkers and problem solvers where each child is challenged in a positive learning environment.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Not Met
2002-03 Met

School Improvement Status (b)

2004-05 SI Year 2
2003-04 Year 2
2002-03 Year 1

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Raise student scores on state and national assessments through implementation of solid reading, writing, mathematics, and phonics-based programs.
- ü In an effort to promote a healthy and safe learning environment, implement a research-based, school-wide discipline plan based on building character and positive reinforcement.

Enrollment

October 1, 2004 School Year Student Enrollment : 160
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 160

Instructional Programs

- ü Free Full-Day Kindergarten
- ü Class Sizes Not to Exceed 25 Students
- ü Technology/Internet Accessibility
- ü School Library Available
- ü English Language Learner Classes
- ü Special Education Services
- ü Saxon Phonics/Math Curriculum
- ü Computer Academic Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

AOE maintains high expectations for staff and students by: consistently working with families to support student learning; providing a safe learning environment; and tracking student progress effectively to adjust instruction accordingly.

Parents

AOE parents pledge that their child will attend school daily and promptly except under extreme circumstances; to have their child in approved school dress code clothing; and to encourage their child to quickly obey instructions and respect school staff.

Transportation Policy

Transportation is provided to/from school for students located throughout Metro Phoenix. Parents complete a Transportation Request form and receive route information in a week's time. Bus rules must be followed for continued usage of bus privileges.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Project GOAL Certificate of Achievement	2005
ü Three Students Received Perfect Attendance	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	23	79306	100	100	99	402	403	445	37	38	10	47	43	18	16	19	51	0	0	20
All Students (Prior Year)	14	14	75509	100	100	100	455	455	521	45	45	13	45	45	23	9	9	33	0	0	31
Female	NC	NC	38691	NC	NC	99	NC	NC	446	NC	NC	10	NC	NC	18	NC	NC	52	NC	NC	20
Male	14	15	40583	100	100	99	406	409	445	29	27	11	50	47	18	21	27	50	0	0	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	15	15	32869	100	100	99	405	405	429	40	40	15	40	40	25	20	20	51	0	0	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	--	--	10321	--	--	100	--	--	389	--	--	30	--	--	27	--	--	34	--	--	9
Students without Disabilities	20	23	69060	100	100	98	402	403	454	37	38	7	47	43	17	16	19	54	0	0	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	12	13	39415	86	81	96	409	412	431	42	38	15	33	31	25	25	31	50	0	0	10
Non-Economically Disadvantaged	NC	10	39966	NC	100	100	NC	389	459	NC	38	6	NC	63	12	NC	0	52	NC	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	23	79395	100	0	99	396	399	446	32	33	9	53	48	25	16	19	55	0	0	11
All Students (Prior Year)	14	14	75492	100	100	100	484	484	519	42	42	12	33	33	16	25	25	47	0	0	24
Female	NC	NC	38743	NC	NC	100	NC	NC	451	NC	NC	7	NC	NC	24	NC	NC	57	NC	NC	12
Male	14	15	40618	100	0	99	401	405	440	21	20	11	64	60	27	14	20	53	0	0	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	15	15	32915	100	0	99	394	394	426	40	40	15	47	47	35	13	13	47	0	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	--	--	10331	--	--	100	--	--	388	--	--	25	--	--	37	--	--	34	--	--	4
Students without Disabilities	20	23	69139	100	0	99	396	399	454	32	33	7	53	48	24	16	19	58	0	0	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	12	13	39484	86	0	96	402	407	429	25	23	14	50	46	35	25	31	47	0	0	4
Non-Economically Disadvantaged	NC	10	39986	NC	0	100	NC	385	461	NC	50	4	NC	50	16	NC	0	63	NC	0	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	23	78869	100	100	99	398	396	442	11	10	6	47	52	21	42	38	63	0	0	10
All Students (Prior Year)	14	14	75053	100	100	99	417	417	597	58	58	7	17	17	12	25	25	72	0	0	9
Female	NC	NC	38536	NC	NC	99	NC	NC	458	NC	NC	4	NC	NC	15	NC	NC	67	NC	NC	14
Male	14	15	40302	100	100	99	393	394	428	14	13	8	43	47	26	43	40	60	0	0	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	15	15	32606	100	100	98	401	401	426	7	7	8	53	53	27	40	40	60	0	0	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	--	--	10246	--	--	100	--	--	367	--	--	18	--	--	39	--	--	40	--	--	4
Students without Disabilities	20	23	68697	100	100	98	398	396	454	11	10	4	47	52	18	42	38	67	0	0	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	12	13	39106	86	81	95	398	398	427	17	15	8	25	31	28	58	54	59	0	0	5
Non-Economically Disadvantaged	NC	10	39837	NC	100	100	NC	392	457	NC	0	4	NC	88	14	NC	13	67	NC	0	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	13	16	78906	100	100	99	464	464	498	17	14	13	58	64	19	25	21	48	0	0	20
All Students (Prior Year)	16	16	76019	100	100	100	430	430	499	46	46	14	54	54	39	0	0	14	0	0	33
Female	NC	10	38644	NC	100	99	NC	467	500	NC	11	12	NC	56	19	NC	33	49	NC	0	19
Male	NC	NC	40236	NC	NC	99	NC	NC	497	NC	NC	15	NC	NC	19	NC	NC	46	NC	NC	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	--	NC	36483	--	NC	99	--	NC	517	--	NC	7	--	NC	13	--	NC	51	--	NC	30
Students with Disabilities	--	--	10664	--	--	100	--	--	430	--	--	42	--	--	27	--	--	26	--	--	5
Students without Disabilities	13	16	68310	100	100	98	464	464	509	17	14	9	58	64	18	25	21	51	0	0	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	10	38679	NC	91	96	NC	463	483	NC	22	20	NC	56	25	NC	22	45	NC	0	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	13	16	78908	100	0	99	448	445	484	25	29	10	58	57	23	17	14	58	0	0	9
All Students (Prior Year)	16	16	76020	100	100	100	478	478	503	62	62	25	31	31	23	8	8	40	0	0	12
Female	NC	10	38648	NC	0	99	NC	446	489	NC	33	8	NC	44	22	NC	22	61	NC	0	10
Male	NC	NC	40233	NC	NC	99	NC	NC	479	NC	NC	12	NC	NC	25	NC	NC	55	NC	NC	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	--	NC	36502	--	NC	99	--	NC	502	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	--	--	10665	--	--	100	--	--	423	--	--	30	--	--	36	--	--	31	--	--	2
Students without Disabilities	13	16	68312	100	0	98	448	445	493	25	29	7	58	57	21	17	14	62	0	0	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	10	38662	NC	0	96	NC	442	468	NC	33	16	NC	56	32	NC	11	49	NC	0	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	13	16	78750	100	100	99	468	473	500	17	14	6	50	50	29	33	36	63	0	0	2
All Students (Prior Year)	16	16	75673	100	100	100	423	423	530	46	46	12	46	46	25	8	8	58	0	0	4
Female	NC	10	38586	NC	100	99	NC	477	515	NC	11	4	NC	56	22	NC	33	71	NC	0	3
Male	NC	NC	40135	NC	NC	99	NC	NC	486	NC	NC	8	NC	NC	35	NC	NC	56	NC	NC	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	--	NC	36440	--	NC	99	--	NC	516	--	NC	3	--	NC	22	--	NC	71	--	NC	4
Students with Disabilities	--	--	10622	--	--	100	--	--	415	--	--	21	--	--	50	--	--	28	--	--	1
Students without Disabilities	13	16	68196	100	100	98	468	473	513	17	14	3	50	50	25	33	36	69	0	0	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	10	38558	NC	91	96	NC	451	485	NC	22	8	NC	56	37	NC	22	54	NC	0	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	14	78250	100	93	99	506	506	548	30	30	21	50	50	18	20	20	48	0	0	13
All Students (Prior Year)	NC	NC	75001	NC	NC	99	NC	NC	468	NC	NC	37	NC	NC	36	NC	NC	16	NC	NC	10
Female	10	10	38071	100	100	99	500	500	549	38	38	20	50	50	19	13	13	49	0	0	12
Male	NC	NC	40126	NC	NC	99	NC	NC	547	NC	NC	23	NC	NC	17	NC	NC	46	NC	NC	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	11	11	29129	100	100	99	508	508	527	29	29	32	43	43	23	29	29	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	--	--	38320	--	--	99	--	--	568	--	--	12	--	--	14	--	--	55	--	--	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	10	10	68996	100	91	99	522	522	561	14	14	16	57	57	18	29	29	52	0	0	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	NC	33388	NC	NC	94	NC	NC	530	NC	NC	32	NC	NC	22	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	NC	NC	44937	NC	NC	100	NC	NC	561	NC	NC	13	NC	NC	15	NC	NC	54	NC	NC	18

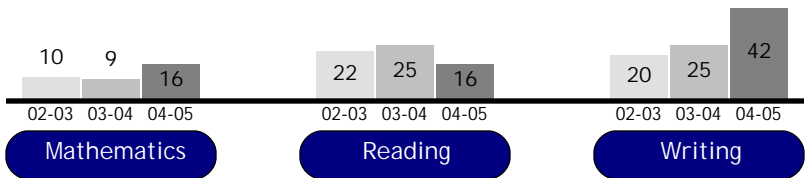
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	14	78302	100	0	99	493	493	512	20	20	11	20	20	25	60	60	57	0	0	7
All Students (Prior Year)	NC	NC	74918	NC	NC	99	NC	NC	497	NC	NC	32	NC	NC	19	NC	NC	35	NC	NC	15
Female	10	10	38082	100	0	99	481	481	518	25	25	8	25	25	24	50	50	61	0	0	7
Male	NC	NC	40166	NC	NC	99	NC	NC	507	NC	NC	14	NC	NC	26	NC	NC	54	NC	NC	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	11	11	29152	100	0	99	484	484	492	29	29	17	14	14	34	57	57	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	--	--	38347	--	--	99	--	--	531	--	--	5	--	--	17	--	--	68	--	--	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	10	10	69024	100	0	99	516	516	524	0	0	7	14	14	23	86	86	62	0	0	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	33398	NC	NC	94	NC	NC	495	NC	NC	18	NC	NC	35	NC	NC	46	NC	NC	2
Non-Economically Disadvantaged	NC	NC	44979	NC	NC	100	NC	NC	525	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	14	78094	100	93	99	522	522	545	10	10	3	20	20	18	70	70	77	0	0	2
All Students (Prior Year)	NC	NC	74503	NC	NC	99	NC	NC	491	NC	NC	9	NC	NC	32	NC	NC	51	NC	NC	8
Female	10	10	38025	100	100	99	520	520	558	13	13	2	13	13	13	75	75	82	0	0	2
Male	NC	NC	40013	NC	NC	99	NC	NC	534	NC	NC	5	NC	NC	23	NC	NC	71	NC	NC	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	11	11	29068	100	100	99	495	495	523	14	14	5	29	29	27	57	57	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	--	--	38265	--	--	99	--	--	564	--	--	2	--	--	11	--	--	84	--	--	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	10	10	68892	100	91	98	554	554	559	0	0	2	14	14	14	86	86	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	NC	33296	NC	NC	94	NC	NC	527	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	0
Non-Economically Disadvantaged	NC	NC	44871	NC	NC	100	NC	NC	559	NC	NC	2	NC	NC	12	NC	NC	84	NC	NC	3

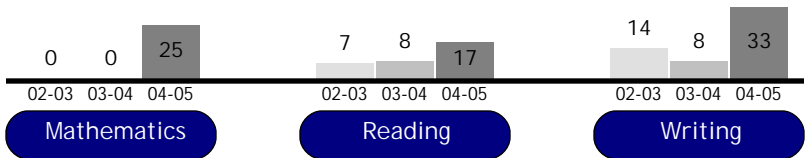
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

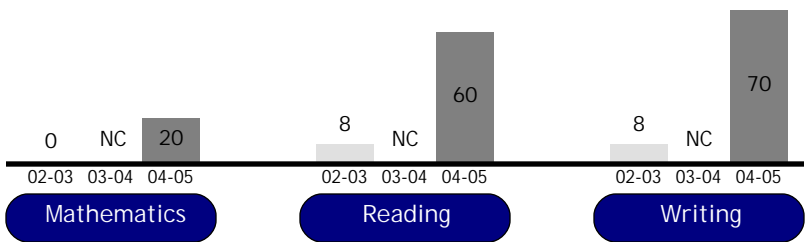
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	20	20	50	87	39	NA	58	100	32	35	47
	Language	94	9	9	43	100	18	18	50	100	29	30	47
	Mathematics	94	23	23	57	100	25	25	64	100	23	25	50
3	Reading	94	20	20	47	100	19	NA	55	100	19	21	44
	Language	100	26	26	54	100	20	20	61	100	22	23	44
	Mathematics	83	23	23	54	100	12	12	61	100	26	25	51
4	Reading	78	16	16	52	100	NA	NA	56	100	29	29	48
	Language	91	18	18	48	100	NA	NA	52	100	29	29	49
	Mathematics	100	17	17	57	100	NA	NA	61	100	29	29	53
5	Reading	79	12	12	50	89	15	NA	55	100	27	25	50
	Language	89	15	15	46	89	13	13	49	100	19	19	50
	Mathematics	100	19	19	57	89	14	14	63	100	27	26	49
6	Reading	100	12	12	53	88	15	NA	56	100	30	32	51
	Language	100	14	14	45	100	12	12	48	100	23	26	47
	Mathematics	100	42	42	62	100	24	24	66	100	23	22	52
7	Reading	85	31	31	51	100	26	NA	54	100	41	39	50
	Language	100	24	24	54	100	37	37	58	100	36	34	52
	Mathematics	92	24	24	58	100	47	47	62	100	32	28	50
8	Reading	100	19	19	53	NC	NC	NC	55	100	43	43	51
	Language	100	16	16	49	NC	NC	NC	52	100	44	44	50
	Mathematics	100	24	24	58	NC	NC	NC	61	100	35	35	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 3 School Administrator(s)
- 0 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Fundraisers
- Ü School Improvement Planning
- Ü Advising on School Policies
- Ü School Safety Issues
- Ü Teacher & Student Recruitment & Retention

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	8.00
Other Professional Staff	.50	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	1	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	1	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	7
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	14%

Resources Available at School Site

Special Facilities

- Ü Technology Lab with 30 computers
- Ü School Library with over 1,000 books

Extracurricular Activities

- Ü Newsletter & Yearbook

Social Services

- Ü Healthy Kids Dental Program
- Ü Life Skills Instruction (Grades 5-8)
- Ü Partnership with Business Corporations
- Ü Small Group Counseling

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü 86 percent highly qualified teachers.

ü The school made adequate yearly progress for school year 2004-2005 as required under AZ Learns and No Child Left Behind.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	26	12	12	17
Transfers In Rate ⁶	41	28	28	37
Stability Rate ⁷	73	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

To ensure a safe environment, AOE has updated its grounds and facilities, including student bathrooms, the cafeteria and landscape. AOE also chooses to remain small to have an even greater impact on student learning and growth.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Eula S. Dean	(602) 389-4271
Transportation Policy	Camille Jackson	(602) 389-4271
Community Resources	Brenda Nelson	(602) 389-4271
School Nutrition Programs	Teresa Owens	(602) 389-4271
Parent Organization	Camille Jackson	(602) 389-4271
Student Health/Nurse	Camille Jackson	(602) 389-4271

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.